

114TH CONGRESS  
2D SESSION

# H. R. 4644

To establish dual language education programs in low-income communities.

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## IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 26, 2016

Mr. GRIJALVA introduced the following bill; which was referred to the  
Committee on Education and the Workforce

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## A BILL

To establish dual language education programs in low-income  
communities.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Providing Resources  
5       to Improve Dual Language Education Act of 2016” or  
6       the “PRIDE Act”.

7       **SEC. 2. FINDINGS.**

8       The Congress finds the following:

9               (1) Dual language programs have been found to  
10       provide the greatest academic gains for limited  
11       English proficient children.

1           (2) Children exposed to a second language  
2           through dual language education demonstrated high-  
3           er performance, in comparison to their schoolmates  
4           in traditional classrooms.

5           (3) Few children from low-income communities,  
6           particularly African-American children, have had ac-  
7           cess to a well-developed and well-implemented dual  
8           language program.

9           (4) Children in dual language programs experi-  
10          ence substantial gains in language, literacy, and  
11          mathematics.

12 **SEC. 3. DUAL LANGUAGE FLAGSHIP GRANTS.**

13          (a) PURPOSES.—The purposes of this section are as  
14          follows:

15               (1) To provide incentives for local educational  
16               agencies to develop innovative strategies for working  
17               with low-income and limited English proficient chil-  
18               dren.

19               (2) To improve the school readiness of low-in-  
20               come and limited English proficient children and to  
21               ensure they enter school ready to succeed.

22               (3) To provide consistent support for learning  
23               through high-quality dual language programs from  
24               preschool through the fifth grade.

1           (4) To authorize the Secretary to carry out a  
2           demonstration project to enhance the biliteracy and  
3           bilingualism skills for children in impoverished com-  
4           munities, including limited English proficient and  
5           minority children, through the use and longitudinal  
6           evaluation of dual language programs beginning in  
7           preschool through the fifth grade.

8           (b) PROGRAM AUTHORIZED.—

9           (1) IN GENERAL.—From funds made available  
10          under subsection (i), and after reserving funds under  
11          subsection (c), the Secretary is authorized to award  
12          not more than five grants to fund partnerships of  
13          local educational agencies, early childhood education  
14          programs including State-funded preschool programs  
15          and Head Start programs, and technical assistance  
16          providers to demonstrate effective strategies in en-  
17          suring the academic success of low-income minority  
18          students through the implementation and evaluation  
19          of a high-quality dual language program that—

20                 (A) serves cohorts of economically dis-  
21                 advantaged minority and limited English pro-  
22                 ficient children from preschool through fifth  
23                 grade;

24                 (B) establishes an infrastructure that sup-  
25                 ports a rigorous assessment system, including

1 dedicated staff time and professional develop-  
2 ment in assessment, a data collection plan, and  
3 the collection of multiple measures of academic  
4 progress, bilingualism, and biliteracy;

5 (C) implements and aligns a curriculum  
6 that promotes the development of bilingual and  
7 biliterate competencies for all students through  
8 at least grade five;

9 (D) utilizes and aligns student-centered in-  
10 structional methods that enhance the develop-  
11 ment of bilingualism, biliteracy, and academic  
12 achievement;

13 (E) aligns professional development and  
14 training for early childhood education instruc-  
15 tors and elementary school teachers and staff,  
16 with an emphasis on dual language instruction,  
17 second language acquisition, and content knowl-  
18 edge;

19 (F) recruits, trains, and continuously de-  
20 velops staff to implement high-quality, dual lan-  
21 guage programs; and

22 (G) establishes a responsive infrastructure  
23 for positive, active, and ongoing relationships  
24 with students' families and the community that

1           responds to and is reflective of the needs of the  
2           community and goals of the program.

3           (c) RESERVATION.—The Secretary shall reserve not  
4 more than 5 percent of the amount appropriated under  
5 subsection (i) to carry out this Act, including the technical  
6 assistance and evaluation described in subsection (g) and  
7 dissemination of best practices described in subsection (h).

8           (d) DURATION.—Each grant under this section shall  
9 be awarded for a period of not more than five years.

10          (e) APPLICATIONS FOR GRANTS.—

11           (1) IN GENERAL.—Each eligible entity desiring  
12 a grant under this section shall submit an applica-  
13 tion to the Secretary at such time and in such man-  
14 ner as the Secretary may require.

15           (2) REQUIRED DOCUMENTATION.—Each appli-  
16 cation submitted by a partnership under this section  
17 for a proposed program shall include documentation  
18 that—

19           (A) the partnership has partnered with an  
20 entity that has proven expertise in the imple-  
21 mentation of high-quality dual language pro-  
22 grams to provide on-going technical assistance  
23 and assist with the evaluation of the program;

1 (B) the partnership has the qualified per-  
2 sonnel to develop, administer, evaluate, and im-  
3 plement the program; and

4 (C) the partnership is serving economically  
5 disadvantaged minority and limited English  
6 proficient children.

7 (3) OTHER APPLICATION CONTENTS.—Each ap-  
8 plication submitted by an entity under this section  
9 for a proposed program shall include—

10 (A) data showing that the program is serv-  
11 ing economically disadvantaged and limited  
12 English proficient children;

13 (B) a description of how the program will  
14 align the language of assessment with the lan-  
15 guage of instruction;

16 (C) a description of how the program will  
17 be evaluated to assess the goals of the program;

18 (D) a description of how the evaluation will  
19 be used to inform broader efforts to improve in-  
20 struction for limited English proficient children,  
21 including for preschool-aged children;

22 (E) a description of activities that will be  
23 pursued by the program including a description  
24 of—

1 (i) how the activities will further the  
2 school readiness and academic progress of  
3 children served by this program and sup-  
4 port dual language development through  
5 grade five;

6 (ii) methods of designing culturally  
7 and linguistically appropriate dual lan-  
8 guage curriculum; and

9 (iii) methods of teacher training and  
10 parent outreach that will be used or devel-  
11 oped through the programs;

12 (F) an assurance that the program will an-  
13 nually provide to the Secretary such informa-  
14 tion as may be required by subsection (f); and

15 (G) any other information that the Sec-  
16 retary may require.

17 (f) SELECTION OF GRANTEES.—

18 (1) CRITERIA.—The Secretary through a peer  
19 review process shall select partnerships to receive  
20 grants under this section based on—

21 (A) the articulation of preschool through  
22 fifth grade instructional practices, curriculum,  
23 and assessments strategies;

24 (B) the extent to which school leadership  
25 has been involved and has demonstrated a com-

1           mitment to a high-quality dual language pro-  
2           gram; and

3                   (C) the quality of the programs proposed  
4           in the applications submitted under subsection  
5           (b).

6           (g) TECHNICAL ASSISTANCE AND EVALUATION.—  
7   From funds reserved under subsection (i) for a fiscal year,  
8   the Secretary shall reserve \$250,000 to contract with an  
9   entity with a proven track record in dual language pro-  
10   grams for the purpose of—

11                   (1) providing technical assistance to local edu-  
12           cational agencies receiving grants under this Act in  
13           order to strengthen programs conducted by grantees  
14           pursuant to this Act; and

15                   (2) conducting an evaluation of programs fund-  
16           ed under this Act, which shall—

17                           (A) be used by the Secretary to determine  
18           the effectiveness of programs funded through  
19           this Act and improve services to participating  
20           children; and

21                           (B) include—

22                                   (i) a comprehensive evaluation of the  
23           impact of the programs on students, in-  
24           cluding an assessment of literacy skills and

1 language development in both English and  
2 the native language;

3 (ii) a comprehensive evaluation of the  
4 effectiveness of instructional practices used  
5 in the programs; and

6 (iii) a comprehensive evaluation of  
7 professional development strategies.

8 (h) DISSEMINATION OF BEST PRACTICES.—The Sec-  
9 retary shall disseminate information on model programs,  
10 materials, and other information developed under this sec-  
11 tion that the Secretary determines to be appropriate for  
12 use by early childhood education providers to improve the  
13 school readiness of limited English proficient children.

14 (i) AUTHORIZATION OF APPROPRIATIONS.—For the  
15 purposes of carrying out this section, there are authorized  
16 to be appropriated \$15,000,000 for fiscal year 2017 and  
17 such sums as may be necessary for each of the 4 suc-  
18 ceeding fiscal years.

19 (j) DEFINITIONS.—In this section:

20 (1) DUAL LANGUAGE PROGRAM.—The term  
21 “dual language program” means an instructional  
22 strategy in which students are taught literacy and  
23 content in two languages and use the partner lan-  
24 guage for at least half of the instructional day and  
25 foster bilingualism, biliteracy, enhanced awareness of

1 linguistic and cultural diversity, and high levels of  
2 academic achievement through instruction in two  
3 languages.

4 (2) STATE-FUNDED PRESCHOOL PROGRAM.—  
5 The term “State-funded preschool program” means  
6 a program that—

7 (A) serves children who are ages 3 through  
8 5;

9 (B) has a primary focus of supporting  
10 early childhood education, including supporting  
11 children’s cognitive, social, emotional, and phys-  
12 ical development and approaches to learning;

13 (C) helps prepare children for a successful  
14 transition to kindergarten;

15 (D) is either a school- or community-based  
16 program; and

17 (E) is funded either in whole or in part by  
18 a State through a State agency with authority  
19 to promulgate regulations and monitor partici-  
20 pating programs.

21 (3) LIMITED ENGLISH PROFICIENT.—The term  
22 “limited English proficient”, when used with respect  
23 to a child, means a child—

1           (A)(i) who was not born in the United  
2 States or whose native language is a language  
3 other than English;

4           (ii)(I) who is a Native American (as de-  
5 fined in section 8101 of the Elementary and  
6 Secondary Education Act of 1965 (20 U.S.C.  
7 7801)), an Alaska Native, or a native resident  
8 of an outlying area (as defined in such section  
9 8101); and

10          (II) who comes from an environment where  
11 a language other than English has had a sig-  
12 nificant impact on the child's level of English  
13 language proficiency; or

14          (iii) who is migratory, whose native lan-  
15 guage is a language other than English, and  
16 who comes from an environment where a lan-  
17 guage other than English is dominant; and

18          (B) whose difficulties in speaking or un-  
19 derstanding the English language may be suffi-  
20 cient to deny the child—

21               (i) the ability to successfully achieve  
22 in a classroom in which the language of in-  
23 struction is English; or

- 1 (ii) the opportunity to participate fully
- 2 in society.

